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KEY FOUNDER COLLEGE QUITS GAZELLE AMID MEMBERSHIP REVIEW

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EXCLUSIVE

Gazelle has been dealt a major blow with news that a key founding college has announced it is “no longer an active member,” *FE Week* can exclusively reveal.

Fintan Donohue said he was “naturally disappointed” that North Hertfordshire College (NHC), where he was principal and chief executive when he set up Gazelle in around 2011, was ending its membership.

And *FE Week* has learned that only City College Norwich (CCN) of the other four founder colleges was prepared to commit to staying with Gazelle for the rest of the year. Of the remaining 13 members, only four told of their commitment to staying on with Gazelle.

Matt Hamnett, NHC principal since March when he replaced Signe Sutherland, told *FE Week*: “We are no longer an active member, though as a founder college we retain an interest in work currently being undertaken to review how Gazelle is structured and moves forward. It is clear that Gazelle played an important role in our shift towards a more work-focussed, project-based model. As we look to the future though, we believe we can more effectively access innovation and drive continuous improvement outside of Gazelle.”

Mr Donohue, Gazelle chief executive, said: “We are naturally disappointed that NHC no longer wishes to be a member of Gazelle. They have made a hugely valuable contribution in shaping the work of Gazelle and assisting other

colleges across the network, particularly in the area of curriculum innovation.”

An *FE Week* investigation revealed in June last year that the group’s five founding colleges — which also include Warwickshire College Group (WCG), Gateshead College, and New College Nottingham (NCN) — dished out more than £530,000 each to set up Gazelle, according to figures obtained from Freedom of Information Act requests. Along with other colleges, they also paid £35,000 in annual membership costs.

The announcement by NHC follows departures from the group of Lewisham Southwark College, Middlesbrough College, The Sheffield College and Peterborough Regional College at the turn of the year.

A 24-page impact report, produced by the Policy Consortium, was commissioned by Gazelle and then unveiled by Mr Donohue in January. However, the report was criticised by the University and College Union for not assessing whether, in light of worsening public funding pressures, member colleges’ spending on Gazelle of £3.5m-plus in public funds had affected Ofsted grades.

At the time, Mr Donohue also said Gazelle would be reviewing its membership offer. And after the NHC membership blow for Gazelle, he said it was “undertaking a major membership review, which is likely to lead to a more streamlined structure” and hoped to complete this by the end of July.

“Our purpose will remain the same — to give students the option of making as well as taking



From left: Care assistant Sharon Grant and 78-year-old care home resident Gloria Linton with Princeton Blue band members Rhys Eyre, Lucia Reyes-Woodward and Meshak Wilkinson (front)

Learners give Gloria a musical lift

Kind-hearted young musicians from New College Nottingham took time out from their classroom studies to play for local care home residents suffering dementia.

Guitarist Meshak Wilkinson, aged 19, vocalist Lucia Reyes-Woodward, 20, and keyboard player Rhys Eyre, 18, went to Churchfields care home and performed as part of a special Caribbean

themed event.

The BTec level three music students, who go by the name of Princeton Blue, played R&B songs with a reggae twist. “We feel that it’s really rewarding to spread our happy vibes with other people and give something back to the community,” said Lucia. “Some of the residents even got up to have a dance which was fantastic.”

a job and to help colleges diversify income — but we need to change in order to better reflect the financial pressures facing colleges and respond to the independent impact report, published earlier this year,” he said.

“That report challenged Gazelle to work more closely with members to improve

communication, both internally and externally, simplify the structure of the organisation and continue to ensure value for the future.”

Only five, including CCN, of the remaining 17 member colleges have now committed to

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NEWS

COLLEGE JOB OVER AFTER SCHOOL ACHIEVES GRADE ONE

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Hull College has given up its sponsorship of a formerly failing local school having guided it to top marks from Ofsted.

Hull College stepped into take over Pickering High School Sports College in 2008, when just 18 per cent of learners were gaining the benchmark five GCSEs at A* to C grades and government officials decided it was in need of external support.

The move worked and last year the 1,469-pupil school, now renamed Sirius Academy, gained an Ofsted outstanding grade.

And college leaders have decided their work is done and so will be stepping back from supporting the school.

Gary Warke, chief executive of outstanding-rated Hull College, told the Hull Daily Mail it would continue to work with the school “as a friend and critical partner”.

“Strong support from ourselves and strong leadership on the ground from the principal and her team has been pivotal,” he said.

The college implemented new systems and helped the school to secure funding for its £48m new campus building with state of the art sports, performing arts and technology facilities.

Mr Warke said: “When it reached the point Sirius Academy was outstanding, it became clear it no longer needed the support of a sponsor.”

One senior member of Hull College staff is expected to sit on the new Sirius board of governors.

Hull College cited its experience in working with the Sirius Academy as an example of its

ability to work with a younger cohort when it successfully bid to be allowed to directly recruit 14 to 16-year-olds to the college from September 2013.

Following the college’s intervention, the school was rated outstanding across the board in an inspection in March last year.

The inspectors said: “Hull College works closely with the school, providing expertise from its own staff and commissioning external support where it is needed.

“This has had a positive impact in the sixth form, where the sponsor has helped the school to improve teaching and to refine the range of courses on offer.”

They also praised leaders and managers at the college, saying they had “been successful in improving achievement, teaching and behaviour.”

“[Students] make outstanding progress in most subjects so that, by the end of Year 11, the proportion gaining five A* to C grades including mathematics and English are in line with those seen nationally,” the report said.

Cathy Taylor, principal at Sirius Academy, said: “We would not be where we are today without the support of Hull College. It has been instrumental in us moving forward in the time frame we have.

“It has been very much a partnership in terms of raising standards. We have a huge responsibility to maintain the standards the college set out for us and we will endeavour to do that.”

The school is now following in Hull’s footsteps, offering support and advice to the nearby Thomas Ferens Academy, which has been in special measures since September.

FE WEEK NEWS IN BRIEF

New chair for ed committee

Conservative MP Graham Stuart will not seek re-election to chair the education committee in this Parliament.

Mr Stuart, who chaired the committee from 2010 to 2015 having served as a member of it since 2007, is understood to be seeking election to chair the culture, media and sport select committee.

Following negotiations between parties, the chair of the education committee will once again go to a Conservative MP, and Neil Carmichael and Caroline Nokes are among those thought to be considering running for the role.

April sees loans slump

April saw a month-on-month slump in applications for 24+ advanced learning loans, government figures show.

Data on the loans shows there were 2,440 applications, compared to 2,830 in March. Of April’s applications, most (1,790) were for level three diplomas.

The total so far this year of 62,210, remains down on last year’s total at the same point, which was 66,289, although the April applications figure was much higher than the same period in 2013/14, which was 1,940.

Data error warning

The Skills Funding Agency has warned providers of errors in submitted data.

The agency said it had identified “potential funding errors” in providers’ Indicative 2014 to 2015 Provider Financial Report (PFR) Occupancy Report.

It warned providers not to use the ‘other funding adjustment’ field in the Individualised Learner Record unless they had specific agency permission.

Providers must check they had not filled in the box incorrectly, to avoid claiming extra funding, it said.

FE Commissioner praise following revisits

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The FE Commissioner has praised progress being made at two colleges following revisits.

Dr David Collins checked up on the 6,800-learner East Kent College, which had taken over the Dover and Folkestone campuses from K College.

His revisit, in November, came after grade four Ofsted-rated K College was broken up last summer after falling at least £15m in debt, being graded inadequate by Ofsted and then being put into administered status following Dr Collins’ first inspection in December 2013.

Dr Collins’ report on developments at East Kent, which had a 2014/15 Skills Funding Agency (SFA) allocation of £9.6m as of April, was not published by the Department for Business, Innovation and Skills (BIS), but the college said he described its takeover as “transformational” for Folkestone and Dover.

A spokesperson for BIS confirmed Dr Collins’ report also said that East Kent College’s senior leadership team had brought “drive and professionalism to campuses

that in the past have felt neglected”.

Graham Razey (pictured below left), principal of the college rated ‘good’ by Ofsted in April 2013, said: “I’m delighted to hear the FE Commissioner believes we are succeeding. While we recognise there is still more to do, it is very encouraging to know that we are on the right path.”

Meanwhile, Dr Collins revisited 3,669-learner Weymouth College on Friday (May 22), which was rated as ‘inadequate’ by Ofsted in February, as part of a structure and prospects appraisal (SPA) he launched in March last year.

The commissioner decided that the review of the college’s long-term prospects was needed after he raised concern about its finances and leadership in his initial inspection report, following a visit in March last year.

His inspection was triggered by the college, which had a 2014/15 SFA allocation of £2.9m as of April, being assessed as inadequate for financial health by the SFA.

However, following the revisit which he will not formally report on, Dr Collins said he was “delighted with the progress

that Weymouth College has made under its new leadership and management, its successful delivery for students is now being underpinned by a much improved financial performance”.

The college’s former principal Liz Myles was suspended, pending an internal review of the college’s finances, in November last year and then retired in February.

The college cannot advertise for a successor until the SPA is concluded and acting Principal Nigel Evans (pictured below right) told *FE Week*: “The FE Commissioner was delighted that we expect to break even financially next financial year and even post a small surplus.”

He added: “We anticipate that the next meeting in October, when Dr Collins will check that our enrolments meet our funding allocations, will mark the end of the SPA and confirm the college’s independent future.”

An SFA spokesperson said it was “satisfied with progress to date” at Weymouth College.

She added the SFA agreed that East Kent College had “successfully integrated the provision at Dover and Folkestone” and “no further monitoring or support is required”.

BIS declined to comment.



UTCs take eight spaces in list of 50 worst for absence

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Eight University Technical Colleges (UTCs) have been listed among England’s worst providers for overall absence.

The Department for Education statistics, for last autumn, show how Elutec, in Essex, is the worst of the UTCs with a figure that put it at eighth in the list of shame among providers which recruit pupils aged five to 15.

Its 14.5 per cent is based on the total number of days missed as a proportion of the total number of days it was possible for pupils to attend during the term.

The figures come just days after the doomed Black Country UTC was hit with an Ofsted inadequate result with a report that outlined poor attendance and behaviour, as reported on fewweek.co.uk.

A spokesperson for the Baker Dearing Educational Trust, the organisation behind the UTCs model, said all UTCs monitored absence “very closely”, adding: “Where it is persistent they work with external agencies, as well as meeting with students, parents and carers, to try to improve poor attendance which is often linked to wider issues.”

However, Professor John Howson (pictured right), managing director of DataforEducation.info and a fellow of the University of Oxford, said the figures raised



questions about the UTC intake.

Professor Howson told *FE Week*: “It’s difficult without going and looking at them but one has to raise the question in some cases, some comprehensive schools may be steering certain 13-year-olds towards making a change at 14, and they may not be the ones they identify as pupils they want to stay until 18.”

A Department for Education spokesperson said: “Equipping young people with the skills they need to secure great jobs is a key part of our plan for education and studio schools and university technical colleges are instrumental in this.”

He added: “They are new

UTC name	Days absent %
Elutec	14.5
Hackney	13.3
Heathrow	11.6
Tottenham	10.1
Buckinghamshire	10.1
Greater Manchester	9.7
Daventry	9.7
Black Country	9.3

Source: DfE statistics. Autumn term 2014: <http://bit.ly/1LLWCiW>

schools and are particularly effective in helping pupils who may not be suited to more traditional education to succeed. We expect all UTCs and studio schools, as with all schools, to promote good attendance and take action to tackle persistent absence.”

It is not the first problem revealed to have been affecting UTCs specifically, and comes after *FE Week* revealed in April that six of the existing 30 UTCs were operating at up to just 33.3 per cent of their capacities.

Two UTCs — Hackney and Black Country — are due to close at the end of this year, but this did not stop the Conservatives launching their manifesto at Swindon UTC in April.



Nor did it stop Prime Minister David Cameron singing their praises in front of a packed House of Commons on Wednesday (May 27).

During a Parliamentary debate following the Queen’s Speech, Mr Cameron was pushed by Aldershot MP Sir Gerald Howarth (pictured below) to praise Lord Baker, the former education secretary who is a key proponent of UTCs.

Sir Gerald said: “Will my right honourable friend also pay tribute to our noble friend Lord Baker, the former secretary of state for education, who has launched a fantastic campaign to promote UTCs?

“They offer a fantastic opportunity to young people who are not necessarily the most academic but who have technical skills, tapping into that resource, which this nation has, and providing skills.”

Mr Cameron replied: “My honourable friend is absolutely right. I pay tribute to Lord Baker of Dorking. He was a huge enthusiast for education reform when he was secretary of state, and he has kept that going all his life.

“UTCs are a great success — indeed, we launched our election campaign in one in Swindon. They help to complete our education system by providing what was missing: a high-quality technical education for children who from it.”

Picture: MoD (Open Government Licence)

OFSTED DENIES ‘JUMPING GUN’ WITH GCSE CRITICISM

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Ofsted has denied “jumping the gun” on an impending funding condition after a report appeared to criticise a college that fell from a ‘good’ to ‘requires improvement’ judgement for failing to meet it.

From August, any learner aged 16 to 19 on a study programme with a grade D in GCSE English or maths has to be enrolled on a GCSE or approved iGCSE in those subjects until they reach at least grade C.

But 7,400-learner Bolton College was reprimanded by Ofsted in its latest inspection report because tutors “do not ensure that learners with a GCSE grade D successfully improve their qualification to a GCSE A* to C grade”.

FE consultant Phil Hatton, from the Learning Improvement Service, said: “The requirement to study GCSE for existing students with a D does not become a funding obligation until 2015/16, so in that sense if they are taking other qualifications a college is acting within agreed funding guidelines.

“The way it is worded in the report there is therefore an element of ‘jumping the gun’, however, inspectors could have made a judgement around a college having low expectations for raising the development of English and maths skills of their students.”

But an Ofsted spokesperson insisted the upcoming changes had “no bearing”

on the report.

She said: “As per current Skills Funding Agency conditions, Ofsted assesses whether FE providers are supporting students who do not have a good pass in English and/or maths GCSE to work towards achieving these qualifications or an approved interim qualification as a ‘stepping stone’ towards GCSE.

“Where inspectors find students are not effectively supported in doing so this will be reflected in our inspection reports and judgements.”

The inspection result comes less than a month after *FE Week* research highlighted how the proportion of colleges and independent learning providers (ILPs) ordered to improve by Ofsted was on the rise. Of all the 57 general FE colleges, sixth form colleges and ILPs inspected and reported on between January 1 and May 5, 33 per cent were given a new grading at level three (requires improvement). For the same period last year that figure stood at 17 per cent of 64 inspections.

Nevertheless, in Bolton’s inspection report, Ofsted said the college had too few learners who were successful in achieving their main learning goal, and that the proportion of apprentices achieving their qualification within the planned time was inadequate.



It also said not enough learners studied GCSE English and maths qualifications and criticised verbal and written feedback to learners, as well as quality assurance interventions and the performance of tutors.

College principal Marie Gilluley (pictured) said the current Ofsted inspection framework was “very vigorous”, and said the college’s results were considered to “require improvement” despite being “around the national average last year”.

She said: “Our apprenticeship provision last year, where it was delivered by sub-contractors, was not good enough. We have been working for some time on a plan to improve our results in this area and have terminated all partnerships with poor success rates.

“Success in English and maths is hugely important for learners future prospects in the labour market, and we are delighted that teaching, learning and assessment for foundation English has been graded as ‘good’, with the majority of learners progressing to ‘higher level English courses or employment’.

“We are obviously disappointed that Ofsted judged us overall as requiring improvement but we are already working on our plans to improve and we are confident that very soon we will return to being overall good.”

Continued from front

staying with Gazelle, after *FE Week* asked each about their intentions. The others were Barking & Dagenham College, Activate Learning, in Oxford, Preston’s College, and Cambridge Regional College.

A CCN spokesperson said it looked “forward to continuing to work with the group of like-minded colleges for the remainder of this calendar year and beyond”. However, fellow founders WCG and Gateshead both said they were “involved in the membership review” and “will finalise our decision upon its completion”. A spokesperson for the other founder, NCN, declined to comment. Of the remaining members, Bath principal Matt Atkinson said it was “proactively working with our colleagues to see how we can continue to derive the benefits of membership albeit for a more affordable fee”. Moira Tattersall, principal of Carlisle, said future membership was “dependent upon receipt” of the review proposals. A Glasgow Kelvin spokesperson said it “reviews subscriptions on an annual basis and continued membership will be considered as part of this process”.

A spokesperson for Amersham & Wycombe said it would make a decision “by the end of the academic year,” while Cardiff & Vale said its executive team had not yet reviewed future membership. A Plymouth spokesperson said it “continues to be a member”, but declined to comment on long-term plans. Highbury, South West and Liverpool declined to comment.

Visit fewweek.co.uk for full college responses.

Prime Minister lays out apprenticeships as ‘

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The creation of more apprenticeship starts is the “first priority” out of legislation announced in the Queen’s Speech, the Prime Minister has said.

Speaking in Parliament following the Queen’s address on Wednesday, David Cameron (pictured below) said the new employment and welfare benefits bill, which requires that ministers report annually on apprenticeship growth, would help his government in its plan to create 3m apprenticeships by 2020.

Other proposals included in the bills announced in the speech include a plan to use JobCentre Plus advisers to supplement careers advice in schools and the establishment of a “youth allowance” for 18 to 21-year-olds, which is conditional on them starting an apprenticeship, other training or a work placement.

A devolution bill will allow skills policy decisions to be taken at a local level by cities with directly-elected mayors and a consultation will be carried out on funding apprenticeship schemes for British and EU workers by implementing a new visa levy on businesses that use foreign labour.

Speaking in Parliament, Mr Cameron said: “The first priority of the Queen’s Speech is to help working people, and we are clear about what that means - more jobs, more



apprenticeships, more tax cuts, more help with childcare and more opportunity to get a home of their own.

“That is the agenda for this Parliament. The last Parliament saw more than 2.2m new apprenticeships start, and the Queen’s Speech will help to create 3m more.”

The announcements have sparked a mixed reaction across the FE sector, education unions and the business community.



Lynne Sedgmore, executive director of the 157 Group, said she wasn’t surprised apprenticeships and localism were the two main points for FE in the speech, but said there was “little detail” about two “critical areas” – supporting and encouraging employers to offer apprenticeships and preparing young people for the frameworks.

Dr Sedgmore said: “We note with interest plans to

use JobCentre Plus advisers to support careers guidance, and to consult on an apprenticeship levy for firms employing non-EU nationals. Both ideas will need careful monitoring.

“We have long believed that a world-class skills system will be the product of genuine local autonomy and real freedom, so we will be working hard with the new ministerial team that legislation in this area does not simply replace national controls with local ones.”

David Hughes (pictured right), the chief executive of the National Institute of Adult Continuing Education (Niace), said the 3m apprenticeship target was a “challenge”, but could also be a “significant achievement”.

He said: “The Queen announced that the government will legislate to require government ministers to report annually on the number of jobs and apprenticeships created.

“This is a good opportunity to secure apprenticeship growth for all ages and in sectors relevant to local labour market skills shortages, matched with our proposals to ensure every apprenticeship is high quality and leads to a sustainable job after completion, career progression and with it rising wages and productivity.”

On plans to reform welfare to ensure people were either learning or earning, Mr Hughes warned that existing skills and employment systems operated “too

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first priority’ but sector awaits policy details

independently”, leading to people slipping through the net.

He added: “Increasing apprenticeships, integrating employment and skills services for better outcomes, achieving full employment and, in the words of Her Majesty, realising our ‘productive potential’ needs strong and empowered cities, which is why Niace supports the announcement today of legislation to continue to devolve powers through elected Mayors across England.”

John Allan, the national chair of the Federation of Small Businesses, said the measures in the employment bill would help fill the skills gap, but that the issue was “not only about the number of apprentices”.

Mr Allan added: “The aim must be to make our apprentice system the world’s best, matching in quality to that offered in Germany, and offering a rewarding vocational alternative to academic routes.

“The only way to significantly increase the number of apprentices is to improve take-up among the UK’s 5.2m small businesses. This requires government to make it crystal clear what the benefits are, and what support is available.

“They must be affordable, have standards based on current industry practice, and the quality of training must give confidence to employers that apprenticeships will produce the skills they

need for the long term.”

Malcolm Trobe, deputy general secretary of the Association of School and College Leaders (ASCL), has raised concerns about the “two immediate issues” facing college leaders, which he claims were missing from the speech.

He said: “There is a looming crisis in both funding and recruitment which must be resolved in order to ensure that colleges have the tools with which to do the job.

“If these critical issues are not addressed, the structural changes planned by the Government may not have the desired effect, and the entire education system will be placed under enormous pressure. The situation is particularly severe in post-16 education which has already been heavily cut over the past five years.

“School and college leaders already do and will step up to the plate on raising standards but they will need the staff and funding to do the job.”

A spokesperson for the Confederation of British Industry welcomed the government’s commitment to growing the number of apprenticeships, but said the focus should be on quality as well as quantity.

He said: “Annual reporting on progress will help focus minds – but if employers are to step up to the challenge, then government must deliver on apprenticeship reform.”



PROVIDER SUPPORT PLEA AS ‘FULL EMPLOYMENT’ EFFORTS WELCOMED

Government efforts to achieve “full employment” have been welcomed by the Association of Colleges (AoC) and Association of Employment and Learning Providers (AELP), but both groups have called for more to be done to support providers.

Martin Doel, chief executive of the AoC, said the legislation proposed in the Queen’s Speech clearly demonstrated “the government’s commitment to rebuilding the economy through professional and technical education”.

He added: “The full employment and welfare bill highlights their dedication to the creation of 3m apprenticeships; a challenging target which can be achieved if the Government and others can persuade sufficient numbers of employers to recruit an apprentice.

“We hope that the provision for Jobcentre Plus careers advisers in schools will help young people to find out about all their options, particularly those in college, as well as giving them a full explanation of what an apprenticeship is and the career opportunities they provide.

“The cities and local government devolution bill may provide new opportunities for colleges but only if they are

able to tailor even more qualifications to the local job market, helping to create a pipeline of skilled people ready for employment.”


Stewart Segal, chief executive of the AELP, said: “We welcome the statement in the Queen’s Speech that legislation will be brought forward to help achieve full employment and provide more people with the security of a job.

“We believe the aspiration for 3m more apprenticeships can be achieved without risking the quality of the training under the programme.

“We are making a series of recommendations to the government on what changes are required to stimulate more demand from both employers and young people, while agreeing with the skills minister that apprenticeships should remain all age, all level and all sector programme.

“We hope to see more of a drive towards an integrated approach to skills and employment provision, including the promised expansion of the Troubled Families programme, as a proven means of securing more sustainable employment for people in Britain.”

See feweek.co.uk for more on the Queen’s Speech from the AoC and AELP



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Government reviews FE scrutiny info

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The Department for Business Innovation and Skills (BIS) has launched a review of the data it publishes on FE and skills every quarter that allows government to be held to account for its policies.

A consultation on the Statistical First Release (SFR) — information on 19-plus government-funded FE programmes in England — is underway until the end of the month.

The six-page questionnaire, available online, asks providers which data from the SFR they use and what they use it for, whether there is anything not reported in the SFR or supplementary tables they would like to see and what other improvements they think could be made.

A BIS spokesperson said the aim of the survey was to ensure the SFR, which *FE Week* regularly uses to track the number of apprenticeship and traineeship starts, was as useful as possible for the sector. The review comes with a new ministerial duty to report on apprenticeship numbers having been listed in the Queen’s Speech.

Sector bodies have shared their thoughts on the SFR with *FE Week*, and key among the changes they wanted to see was a more detailed

breakdown of some of the key statistics. A spokesperson for the Association of Employment and Learning Providers told *FE Week*: “It would be good to see more detail in the Employer Ownership Pilot section such as the number of apprenticeship starts within it and an age breakdown. The loans section could benefit from a sector breakdown and similarly the traineeships data could do with some more detail.”

The aim of publishing the SFR, according to the BIS website, is to present the performance of the FE system, as well as allowing users to assess the impact of government-funded provision and to hold the government to account over delivery of policy.

A spokesperson for the University and College Union (UCU) said: “SFRs provide a useful insight into the number of people learning at different ages and stages.

“We would like to see the data for age, participation and achievement linked more closely, particularly for apprenticeships.

“Currently starts and achievements are usually presented separately, making it difficult to determine success rates for different types of qualifications. Also, the data could usefully be broken down by sector so that we can clearly see where different areas are in growth or decline.

“Ideally, the SFR data would be linked with the Labour Force Survey or the Annual Survey of Hours and Earnings so that we are better able to track learners post-qualification and quantify the impact of FE on their income and job security.”

SFR information is collated by colleges and submitted to the Skills Funding Agency (SFA) through monthly data returns — and UCU warned this process should not get any more complicated. Problems with the development of the SFA’s data reporting software, Funding Information System, during the reporting period for the 2013/14 statistics, where providers were unable to submit data through the new system has led to the SFR for 2013/14 being seen as potentially unreliable.

“It’s crucial that any changes to the data being collected do not place additional administrative strain on colleges which are already under significant pressure due to funding cuts,” the UCU spokesperson said.

A BIS spokesperson said: “The survey is being conducted as part of the commitment to ensure that the SFR is providing useful information. It’s due to run until the end of June.”

Nobody from the Association of Colleges was available for comment.

Visit feweek.co.uk for a link to the survey.

Ofsted scrapping of graded lesson observations ‘right’

Ofsted’s decision to scrap graded lesson observations for FE inspections has been described as the “right way to go” by Principals’ Professional Council (PPC) chair Sue Rimmer.

A spokesperson for the education watchdog said on Friday (May 22) that it had consulted with FE providers and “conducted numerous pilot inspections to test the changes” before deciding to go ahead with the change from September.

Ms Rimmer, principal of South Thames College and PPC chair since January, told *FE Week* she previously used graded lesson observations for internal reviews, but she had “conducted a number of forums with some of our grade one teachers to gain their views of the usefulness of scheme and, having reflected on their feedback and other information, I decided to suspend graded lesson observations [from the start of 2014/15]”.

Ms Rimmer said graded lesson observations were not “a reliable measure of the daily learning experience of our students”.

“I believe that stopping graded lessons observations is the right way to go as they have lost their credibility,” she said.

But she added that she would still “want to be re-assured that there was transparency and validity around judgements made and a robust evidence base otherwise there is a danger that it will become a guessing game”.

The Ofsted decision, also backed by the Association of Employment and Learning Providers, comes after a University and College Union report published last June, called *Developing a National Framework for the Effective Use of Lesson Observation in FE*, raised “serious questions about the fitness for purpose of prevailing observation assessment systems in FE”.

A report in *FE Week* in the same month revealed that the education watchdog would be piloting inspections with no grading of teaching in individual FE sessions during 2014/15.

It followed the announcement on Twitter by Ofsted’s FE and skills director Lorna Fitzjohn that graded lesson observations could be ending.

It sparked a debate across the sector and Gill Clipson, deputy chief executive of the Association of Colleges, told *FE Week* on Tuesday (May 26) that views still “differ around the value of grading observed lessons separately”.

She added: “There is a need for Ofsted inspectors to give clear feedback to individual teachers about the strengths demonstrated during the lesson as well as areas where improvements can be made.”

The Ofsted spokesperson said: “This change will be reflected in Ofsted’s new handbook for the inspection of FE and skills, which we will publish before the end of the summer term.”

CHRIS HENWOOD

FE Week editor



New target needs new statistics

With the Department for Business, Innovation and Skills reviewing what is contained within the key quarterly document for FE and skills in the statistical first release, Chris Henwood outlines what changes he thinks are required.

The statistical first release (SFR) is an eagerly-awaited document for *FE Week*. It gives us the information to assess the outlook for apprenticeships, looking at whether the number of starts is heading in the right or wrong direction.

And given the significance of apprenticeships for the new government, with its 3m starts target by the end of this Parliament, the importance of the SFR as a means of checking on this performance can only increase.

But there is room for improvement in this scrutiny, and so the Department for Business, Innovation and Skills (BIS) consultation on the SFR is very much welcomed and something I hope will result in a number of changes.

Currently, the Skills Funding Agency and BIS are not actively monitoring how many

people start an apprenticeship. We know this because our requests for just such data under the Freedom of Information Act were rejected. What is recorded and reported is the number of starts — so one person could start a number of apprenticeships by either dropping out of one and moving to another, or even moving up a level.

We are left with a number far higher than how many people are starting apprenticeships and it is this higher number that has been bandied about as a measure of how the Coalition topped the 2m apprenticeships mark in the last Parliament. But of course the number of people would have been lower, as former Business Secretary Dr Vince Cable once conceded to *FE Week*.

If we are to really monitor how many new apprenticeships are being created and how many people are being attracted to the programme, then a figure for the number of learners starting apprenticeships for the first time might provide the basis for more meaningful assessment.

It’s a figure that the higher education sector has in ‘initial entrants’, with the caveat that to be counted, a student must have been on a course for a minimum of six months and after

this, if they change course they are not then counted again. Such a change would therefore also allow for FE and higher education comparison.

A further SFR area for improvement would be with regard the number of applications, because again there is room for confusion surrounding how many people we are talking about. Put simply, one person could make any number of applications for apprenticeships. So one person, many applications.

It seems ridiculous that we don’t know how many people are applying and that we don’t know how many people are starting apprenticeships for the first time

It seems ridiculous that we don’t know how many people are applying and that we don’t know how many people are starting apprenticeships for the first time, but if we are to witness a change in this situation then it would also be useful to know whether people starting apprenticeships or applying for them were existing employees and further whether they were still in the job a few months down the line.



APPRENTICESHIPS ARE CHANGING

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FE WEEK COMMENT

Learning the right lessons

It's just under a year ago that a hard-hitting FE Week report laid bare the extent of five colleges' extensive spending of public money on setting up Gazelle.

It was more than £500k each at that point, more than a year into Gazelle's existence, and yet there was no hard evidence that such huge investments had been worth it.

A year later and there is still no such evidence of a return on those investments, which have been added to with renewed £35k membership fees in the interim despite the increasingly straitened financial times.

It has always been the case that Gazelle could call upon the full support of FE Week if and when it presents evidence of a return on investment, but it seems the wait for this has proved too much for North Hertfordshire College and its membership has ceased.

It was the sixth college to leave Gazelle over the last year. Seventeen remain, but commitment appears to be faltering despite a review of the models and costs of membership that could result in a very different organisation.

However, this should not be taken as a lesson pointing to the avoidance of innovative thinking or the fostering of entrepreneurialism in the sector. These are key, especially for a sector struggling to survive.

More, it should be taken as a lesson in the importance of accounting for public funds and proving the worth of projects.

Chris Henwood

chris.henwood@feweek.co.uk



TOP QUEEN'S SPEECH TWEETS

@AeroSociety: Government must focus on quality of new #apprenticeships not just monitor quantity

@TPPEducation: Great to see #Education and #Employability in the #queensspeech with an extra 2million jobs and 3million #apprenticeships for young people

@maryyasmine: But apprenticeships are used by employers to pay their employees less instead of promoting new jobs for the youth??? #QueensSpeech

@ShaneNIACE: As expected, no Apprenticeships Bill but requirements for ministers to report on numbers will be in a Full Employment Bill #QueensSpeech

@liberalstephen: I like the idea of ministers having to report on job creation & apprenticeships, will keep it front and centre of their minds. #QueensSpeech



ETF sets out stall for new professional body

@REBECCA COONEY
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The Education and Training Foundation (ETF) has launched a new professional membership body for FE practitioners.

The creation of the Society for Education and Training (Set) follows the demise of the Institute for Learning (IfL), which transferred its legacy and assets to the ETF in November after running into financial difficulties.

Set's £63 annual membership offer will include direct and indirect access to development opportunities and face-to-face and online communities that share best practice and support with research, an ETF spokesperson said. She added refreshed membership levels and enhancements to Qualified Teacher Learning and Skills (QTLS) status would also be available — with a plan to push the number of QTLS status lecturers above 20k in the next three years.

Further benefits are expected to be announced in the coming months, although membership will not be compulsory.

Tim Weiss (pictured below), ETF director for strategy, quality and research said: "We want the society to bring members clear added value to their practice, so that being a member speaks for itself in terms of a commitment to professionalism, to ongoing development, and to the sector."

The responsibility for QTLS was transferred to the ETF when the IfL closed, with members automatically joining the ETF's Professional Membership Service. David Russell (pictured front), ETF chief executive, said it had been "consulting over the past six months to inform the vision and strategy for the new professional membership service."

And while Set is currently supported and hosted by the ETF, its aim is to be self-sustainable and membership subscriptions fully fund the provision of member benefits in the medium to long term. However, it has already faced criticism over its £63 membership fee — the same as the IfL's at the time of its transfer to ETF.

Freelance interim FE manager



Jayne Stigger said: "For the majority of poorly paid staff in FE the fee probably is too much. And compared to the amount of CPD available free and online, I don't yet see the value of spending £63 a-year to join an organisation that appears to be moving us back in time rather than supporting the new initiatives that have sprung up during the wilderness years."

She added: "My status within my field of expertise is my track record, my employment record, the impact I have had on the colleges I have worked for and the staff and learners I have been responsible for — not how many times I have sat through a prescribed series of CPD activities."

An ETF spokesperson said: "We recognise that affordability is important and will be offering the payment option of monthly direct debits to allow members to spread the cost."

FE Week understands the Set chair, chief executive and board members, as well as members of the practitioner advisory group, are expected to be appointed in time for full operation by the autumn.

COMMENTS

AELP and UCU back Ofsted's decision to scrap graded lesson observations for inspections

I think this is good news for teachers, in that it stops the 'pressure' on the individual selected for observation.

You cannot judge someone's teaching ability or skills in one observation, there are too many variables.

I know many good teachers have left the profession because that one lesson and grade made them feel a failure, when they had so much to give.

E Taylor

It is very good to hear that we are getting rid of the current destructive and negative system.

A system where a lecturer's performance is represented by a single number is surely unfit for the twenty first century.

This does make the Ofsted inspection more focussed on department and college performance rather than a 'witch hunt' to seek out those who are deemed worthless because they become represented by the number 3 or the number 4. Lecturers will be glad to see the end of this.

It does however mean that management of FE, at all levels, will fall under the spotlight more and hopefully Ofsted will ask new questions concerning treatment of staff, workload, planning, staff development and motivation; all of which end up affecting the student experience.

FE Lecturer

All systems go for 3m apprenticeship starts target as government plans take shape

We welcome a speeding up of the processes, but a lot more than this will need to be done

in our view, if the UK is going to achieve 3m apprenticeships
Graham Hasting-Evans

The quality of apprenticeships needs to be ensured. If we are to water down the quality in order to hit some notional target, then it defeats the whole object.

Also, there needs to be a PR effort to help portray apprenticeships as equally valid, if not more so, than attending university.

The stigma has been created over the past decade that apprenticeships are for the "less academically able".

This is simply not true, and we need to ensure that young people know that they are a fantastic option, with great prospects and are another route for them to achieve their goals.

Phillip Hayes

Pearson stops second distance provision linked to AL

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Pearson has stopped registering higher national certificate (HNC) distance learning students at a second general FE college delivering the provision with support from private firm Acquire Learning (AL), *FE Week* can reveal.

The Quality Assurance Agency for Higher Education (QAA) was critical of the HNC in business course, launched at South and City College Birmingham last October, in a report following a visit in January.

A QAA spokesperson said it was prompted to investigate the course after the Higher Education Funding Council for England raised concerns about its "rapid growth and rolling monthly recruitment (more than 50 per cent of the Birmingham college's first year higher education students had been recruited to this course), and its 1 to 100 staff to student ratio".

The report said awarding organisation Pearson "informed the college in December 2014 that it would be unable to continue to register distance learning students with it until it had reviewed the college, due to the number of registrations".

"However, students began the programme in January 2015 in the belief that their programme was validated by Pearson," it



said in the QAA report.

Tim Demetriou, director of AL, denied any wrongdoing and said his company collected extensive information on all potential applicants.

"It is then sent to the college to decide how many of them it wants to take on," he said.

The Birmingham report said the college had an agreement with AL allowing the private firm to oversee recruitment for the HNC using "targeted telephone marketing to advertise the programme to prospective students".

However, it said that the college "did not provide information to the team regarding any monitoring procedures in place to ensure that prospective students... were making an informed decision about enrolling".

It recommended the college should clarify its admissions policy for the course and communicate it clearly to staff and prospective students, ensure all prospective and current students were kept fully informed about their enrolment status. It should also gather and respond better to feedback from students about the HNC.

A Birmingham spokesperson said: "We acknowledge the recommendations made by the review team and have already taken action to address these."

It comes a fortnight after *FE Week* reported how Pearson had "blocked" a HNC business (management) distance learning course at 6,000-learner grade two Ofsted-rated Sussex Coast College Hastings that was also delivered with support from AL.

A QAA report published earlier this month on the Sussex Coast provision, following inspection in February, also stated that students without standard-entry qualifications were only required to complete a 100-word statement to be enrolled on the HNC and "in the view of the [inspection] team this is not a sufficiently robust assessment tool".

Nobody from Pearson was available to comment on the Birmingham or Sussex Coast courses before *FE Week* went to press.

However, a spokesperson for Pearson told *FE Week* two weeks ago that Sussex Coast was not registering students on the HNC "while they work to address the issues identified".

Dan Shelley, vice principal of Sussex Coast, said: "The college has fully addressed the range of issues identified by Pearson."

"This included a revised process which requires a more detailed submission of written work prior to enrolment."

"The college looks forward to a [return] visit from the QAA in early July, where we fully expect all recommendations to be addressed and the pause in enrolments to be lifted."

An AL spokesperson said: "There were some teething issues with this course but the college has made considerable steps to address these. The admissions process is quite robust."



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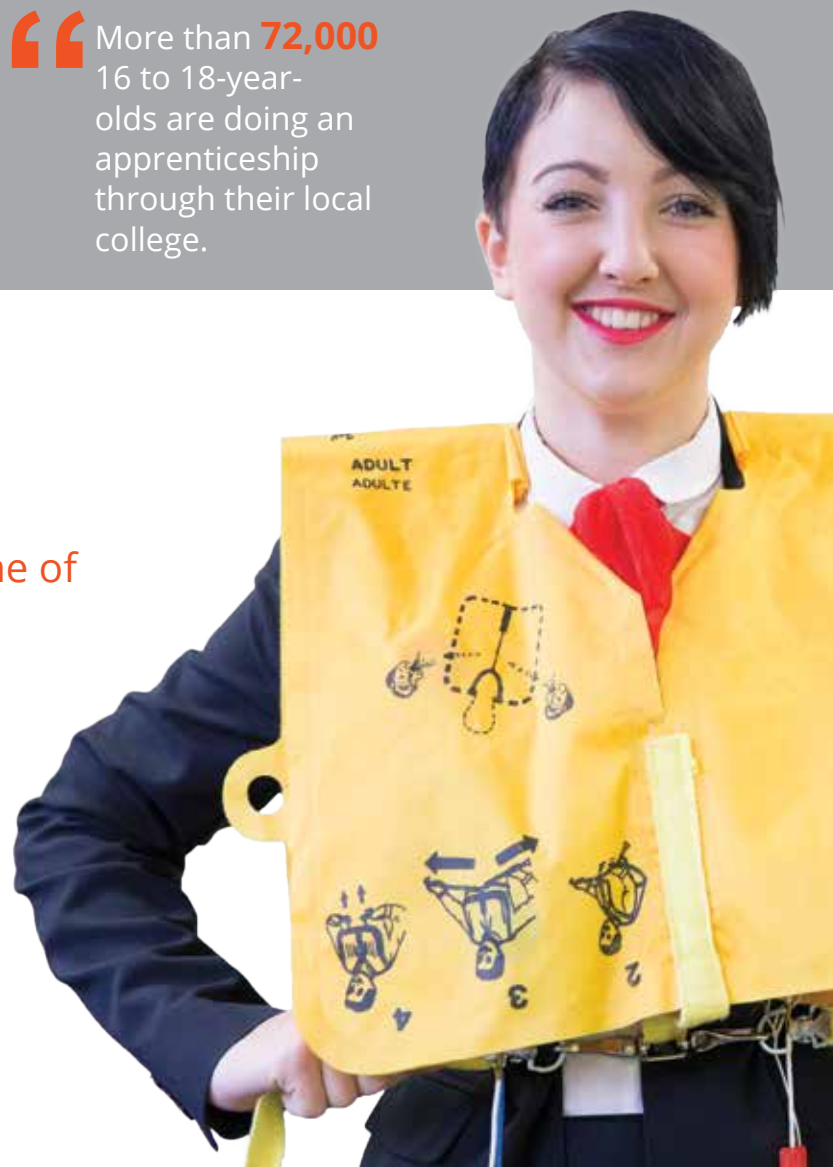
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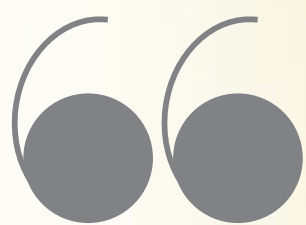
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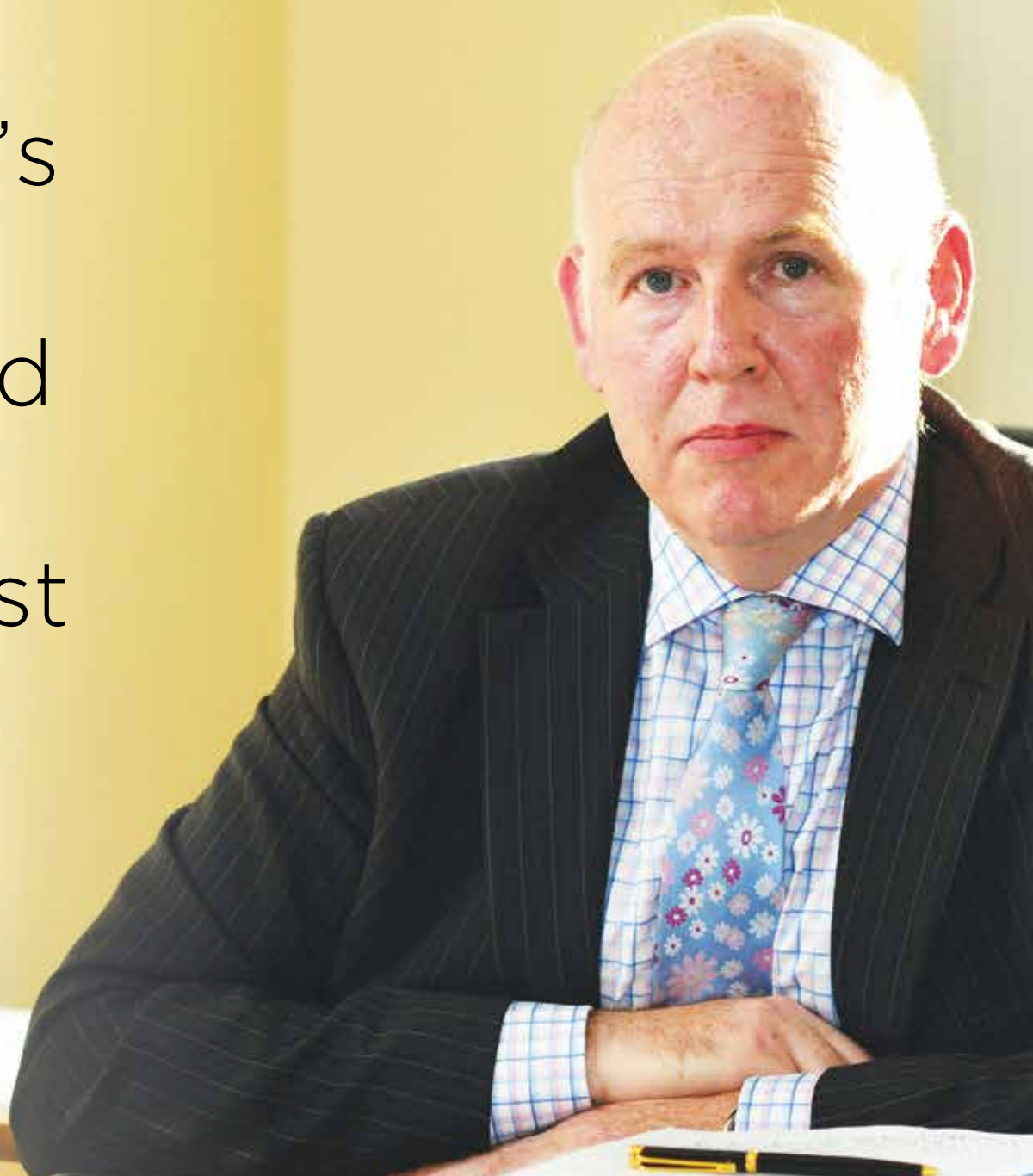
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PROFILE



Anyone who's worked with the ALI would say it was easily the best inspectorate



INSPECTION ISSUES ON THE CA

@REBECCAKCOONEY
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As a former Ofsted inspector, FE consultant Phil Hatton has probably seen some of the best and worst practices that teaching can offer.

He's very keen to talk about his experiences — whether that's the freedom of having left an organisation you've been part of for years, or the glee of being able to give others a glimpse of what goes on behind the curtain, it's hard to tell.

"You get a feel for what a college is like very quickly," he says.

"Sometimes you walk in somewhere and you just get this feel that there's something very wrong.

"You can't put a finger on it, but to give you an example, there's one college I was at recently, and it had a brand new building. It was absolutely gorgeous.

"But the classrooms had glass windows into the corridors and as we walked along this

whole corridor, I'd never seen so many bored faces on the students."

Hatton's exposure to poor teaching started long before his Ofsted days — his secondary school, Bishop Thomas Grant School in Dulwich was, he says, "probably the worst in the country" at the time.

"Of course you didn't realise how bad it was then," says Hatton, aged 59.

"When it came to GCSEs, they didn't let you do more than five, and me and my friend did ten each — but that was only because our parents went to see the head and threatened to pay for the extra exams."

Hatton and the friend in question then became the first students in the 16 years since the school had opened to go to university.

Hatton's parents, Sean and Bridget, emigrated from Waterford, Ireland, in 1950 and both found work at the Victoria and Albert Museum, helping to set up exhibitions.

It was an incident while he was growing up on a council estate in leafy Dulwich that first sparked an interest in inequality, he tells

me, when he and his brothers applied to join the local Scout group and were asked which school they went to.

"And when we told them, they said 'Oh, are you're Catholic? Well you can't join, we're Church of England [CofE] only'," says the Bromley dad-of-two.

"And it must have been just this local Scout troupe, because the Scout movement generally is very anti that sort of thing.

"But all the other boys on the estate were in it and we weren't allowed and it was the first time I ever realised there was a difference between being Catholic and CofE."

His next brush with inequality changed the direction of his life dramatically, when he tried to get a place at university to become a vet, after visiting the family farm in Ireland.

"I applied to the Royal Veterinary College in London," he says.

"And at interview they said 'We've looked at your application, who in your family is a vet? You don't mention your mother or father

being a vet'.

"And I said 'well they're not', and they said 'what about your uncle? Aunt? No? Then why do you want to be a vet?'"

Without family connections to explain his interest, Hatton's application was dismissed.

"In the end I went through clearing and managed to do a medical physiology degree but I was at the time pretty devastated," he says.

At university Hatton found a novel way to earn extra cash — writing the poems in Hallmark greeting cards.

"I've seen some of them are still around — they were awful," he says (but sadly tells me he can't remember any of them off the top of his head).

Following his degree, inspired by his university lecturers, he decided to go into teaching and found a job at the London College of Fashion, teaching applied science in the form of trichology (the study and science of hair), where he was told he was also expected to teach hairdressing.



RDS

It's a personal thing

What's your favourite book?

Ulysses by James Joyce, which to me is one of the greatest novels of the 20th Century. It captures Dublin in the early 1900s. Reading it for the first time when I was 16 opened up a different style of writing and imagination to me

What do you do to switch off from work?

I travel to completely switch off, leaving the internet alone so that I can't be distracted. Some of my best moments have been seeing whales and swimming with dolphins. I am a season ticket holder at Crystal Palace and attend every home match along with my best friend from school days. To chill for a weekend evening I love eating a well-cooked meal, followed by the theatre or a concert in London

What's your pet hate?

There's a few. Inequality including the aspects in FE that have been missed by the current inspection regime, such as too few women in engineering or men in childcare, low expectations and people who interfere with things that are working (particularly politicians who want to make their mark rather than to change things for the benefit of young people)

If you could invite anyone, living or dead, to a dinner party, who would it be?

I would like Michael Collins, one of the architects of the Irish Republic and a larger than life character, John F Kennedy and Nelson Mandela, because he showed such forgiveness against those who made his life absolute hell. I would want to know if they would have led different lives if they could have given advice to their 11-year-old selves.

What did you want to be when you were growing up?

I wanted to be a vet, working with large animals in a rural setting

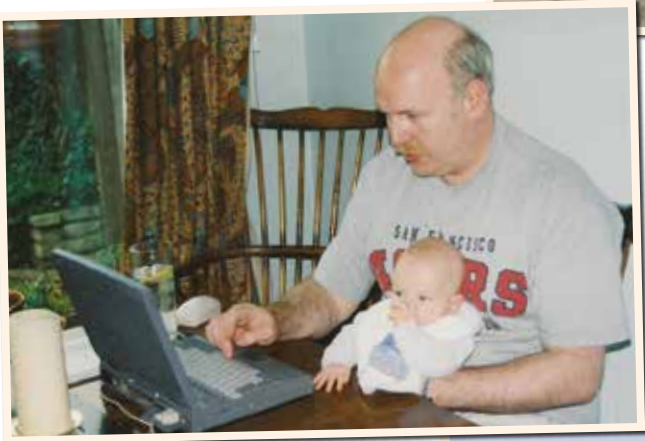
Back from left: Hatton's brother Steve, Hatton. Front, from left: Hatton's brother Matt and mum Bridget, in Ireland, 1995



Hatton as a child in the late 1950s



Hatton writing an inspection report in 1997, with help from son Patrick



Hatton's parents Sean and Bridget on their wedding day in 1949



Hatton on holiday in Italy, aged 32

The experience would serve him well as an inspector, because he says, "it's given me an insight into what makes good teaching".

He became involved in supporting educationally disadvantaged learners, at the college, before moving on to become a senior science lecturer at North West Kent College — where he met his now-wife Carol — and then becoming deputy head of the department of food, hairdressing and community studies at Barking College.

It was during his time at Barking that he moved into part-time inspection for the newly-created Further Education Funding Council (FEFC), which he says, was prompted by "seeing how variable different colleges were".

"And I think my own experience of having a really rubbish schooling without realising and thinking I could have done a hell of a lot better if I'd had decent teachers was slightly behind it," he says.

"I was also intrigued as a staff development thing — if I could get into other colleges and

see what they did I might learn what we should be doing."

In 1998, Hatton became a full time inspector with the Training Standard Council and in 2001 moved with the changing inspection regime into the Adult Learning Inspectorate (ALI), an organisation he clearly has a lingering affection for.

"Anyone who's worked with the ALI would say it was easily the best inspectorate," he says.

"David Sherlock, who set it up, would say 'if you're inspecting it for us, tell the people how to put it right' — so he had a very different attitude to Ofsted.

"They had a very negative attitude about people feeding back how to put things right — that's changed with the requires improvement grading and putting inspectors in afterwards to make sure it changes, but that's taken a very, very long time."

The ALI was absorbed into Ofsted in 2007, with many of the inspectors making the jump too, a move Hatton says was not

popular with everyone.

"When I went along to the first meeting the inspectors were saying how disappointed they were that us ALI types had been allowed in because they didn't think we were very bright," he says.

"I pointed out that running or working in a college with tens of thousands of learners was very different to being head of a primary school with a few hundred pupils."

And it's these differences which seem to give Hatton pause for thought over the new unified common inspection framework.

"There've been six different inspection frameworks I've worked to over the years and every single one of them has got 80 to 90 per cent the same — it's not that big a change," he says.

"But I don't honestly see why you have to have some of the behavioural type stuff which is very school specific — it's important in schools because you do get schools with a reputation for bad behaviour, but it's inappropriate for the FE sector, where we've

got all the different ages."

He adds: "But it helps keep one inspectorate, and I can't help feeling that's behind it — I was asked by a couple of Labour figures if I thought Ofsted was too big, so I think things might have been different if Labour had won the election."

In 2013, Hatton left life as an inspector behind, and started his Learning Improvement Service consultancy.

"My work now is a lot more rewarding in that people can be totally and utterly honest with me because it's confidential and so rather than coming across something in inspection, you can find what's wrong and then hopefully you've got a year to sort it out.

"Some things are so easy to get right — if you're teaching there might be three things you're doing that could be corrected the next lesson, but that will have a big impact.

"You don't do that for Ofsted, you might spot some good practice and look at that but you don't look at little things people could put right very easily."



FE INSIDER

Shane Chowen is head of policy & public affairs at Niace and a governor at Westminster Kingsway College. He is also a former Institute for Learning policy officer and ex-vice president of the National Union of Students. His exclusive FE Insider column features in the first *FE Week* of every month.

There's another Budget soon — be sure your sector voice is heard

My last column was all about the politics of FE. I got a few encouraging responses publicly on Twitter and some, let's say, agitated responses from people concerned about what the general election results will mean for our sector.

To be clear, I am done talking about the latter and want to focus now on encouraging the sector to maximise the influencing opportunities now open to us.

For a few years now, prior to major events like the annual Budget and Autumn Statement, Her Majesty's Treasury invite organisations, the public and Members of Parliament to make written representations for consideration as part of the policy development process. The Treasury says this is part of "open and transparent policy-making" to attract "original and innovative ideas".

I want to convince you that sending in a response on behalf of your organisation/provider is a valuable few hours of your time this week.

FE and skills is under-represented

Countless inches in this very newspaper have decried the lack of knowledge and representation resulting in bad policy. There seems to me to be two ways around this. A more diverse Parliament and Civil Service would be excellent but is probably a longer term ambition. Second, we take every opportunity possible to, as educators, inform and inspire interest, passion and understanding with decision makers.

Information released under a Freedom of Information request that lists the names of organisations and Members of Parliament who have submitted representations ahead of two years worth of Budgets and Autumn Statements show that, surprisingly, the education sector as a whole doesn't currently engage in this process.

Businesses, energy companies, retail associations, finance organisations and professional associations feature on the list. I think the permanent addition of colleges and providers on that list would be a great start to raising our collective presence and influence in policy.

Devolution

The Conservative Party has made clear its ambitions to devolve more powers to cities. Core and Key Cities are setting out what areas of public policy they want more control over. Education and skills features to varying degrees, ranging from full planning and funding to co-commissioning models through Local Enterprise Partnerships. The Treasury, as the government department with a key role

in this agenda, will want to see how providers are already interacting with local employers and the impacts those relationships are having on employment, progression, social inclusion and productivity. As national organisations, we can only 'fly the flag' to an extent so responses from local employers will be a powerful addition.

Keep it short and namedrop

Ahead of the Budget in 2014, the Treasury received 171 written representations. For the Autumn Statement later that year, 194 were sent in by organisations and Members of Parliament. This means we face tough competition for attention. Written representations should be short, at two pages maximum, and should, as far as possible, offer solutions to problems that will interest Treasury officials. We know the Conservatives want to strengthen our economy and achieve full employment, so talk about how you are helping your local employers create jobs and how you're helping unemployed people gain the skills and experience to access to the labour market. 'Full employment', 'productivity', 'helping small businesses' and the like are things to talk about.

Talk about how you are helping your local employers create jobs and how you're helping unemployed people gain the skills and experience to access to the labour market

CC your MP

Whether or not you have a relationship with your Member of Parliament, it is a good idea to send your Treasury representation to them. It'll be a good tool to form a relationship with a new MP should you have one in your constituency and will be the kind of ammunition/evidence that MPs like to have to hand when in discussions with Ministers.

I hope I've convinced you to make a submission. They have to be submitted by Friday (June 5) and details on how to submit can be found on the Treasury website.



ALEXANDRA MARKS

Chair of the Prisoner Learning Alliance (PLA)

A vision for the future of prison education

Providers who deliver adult education and skills training in England's prisons are expecting their contracts to end next year, but the PLA wants these extended for a year. It is one of a number of proposals put forward by the organisation, as Alexandra Marks explains.

This June, as we prepare to mark the National Institute of Adult Continuing Education Adult Learners' Week, the PLA, which comprises 23 organisations with expertise in offender learning, hope its vision for the future of prison education will be realised.

Our vision is simple: we want education in prison to deliver the outcomes we all want to see, less crime and better, more productive lives for prisoners and ex-prisoners.

We invite the new government to achieve this by making some key changes to the current Offender Learning and Skills Service (Olass) contracts this summer. Overhauling the system completely would be expensive and disruptive for staff and learners.

So we recommend that the current contracts are extended for a further year. But we want Ministers to make some important improvements, as set out in our briefing *The Future of Prison Education Contracts*.

Our eight recommendations offer ways to enrich the curriculum by increasing partnership working with the voluntary sector; to support prisoners to realise their potential and progress with further and higher education; to innovate through technology; and to improve the quality of teaching.

We welcome the increased numbers of learners achieving basic English and maths qualifications.

However, more flexibility in the Olass contracts would encourage prisoners to progress to higher levels and would lend a greater focus on provision that leads to longer-term rehabilitation outcomes. For example, many prisoners have negative associations with learning; approximately half of prisoners have no qualifications and 42 per cent were excluded from school.

To reach out to such prisoners, many of whom who don't currently engage in education, non-accredited courses in the arts, social development and informal learning not only 'hook' people in, but develop attitudes and thinking skills that can help them manage behaviour, desist from crime and gain employment.

Our solutions are geared towards making prisoners less likely to reoffend. They are based on our members' collective experiences of the current system and consultation with prison staff and the four providers delivering Olass education in prisons (Weston College,

The Manchester College, Milton Keynes College and A4e). We have also listened to education managers, teachers and, most importantly, learners themselves.

FE leaders, managers and teachers working in prisons do an extremely important but difficult job with limited resources.

With improved access to digital technologies, teaching resources and continuing professional development, prison education departments could more closely resemble colleges in the community.

PLA is also focused on ways we can help develop education staff and enable them to network with each other. Our member, The Education and Training Foundation, works to support the sector by offering resources on its Excellence Gateway online hub (<http://offender-learning.excellencegateway.org.uk/>).

How far is education currently supporting prisoners' rehabilitation? We know it has the potential to do so. People with qualifications are 15 per cent less likely to commit crime after leaving prison.

FE leaders, managers and teachers working in prisons do an extremely important but difficult job with limited resources

However the current system is not doing enough: 58 per cent of prisons inspected in 2013/14 were judged by Ofsted as 'requires improvement' or 'inadequate' for learning and skills provision.

None was 'outstanding'. However, there are positive signs of change on the horizon. In December 2014 education provision at women's prison HMP Askham Grange, run by The Manchester College, received an 'outstanding' grade.

It was soon followed in January 2015 by the education at HMP Hollesley Bay, run by A4e. The inspections reveal that what sets these prisons apart is strong leadership, a positive learning culture across the prison, and an ambition for prisoners to succeed in turning their lives around through education.

We believe other prisons can follow their lead with greater flexibility from the contracts. We urge Ministers to take on board our eight solutions to achieve this aim, and we invite our colleagues in the sector to work with us to keep striving for excellence.

Bill Lucas was a keynote speaker at an international conference in Sweden on vocational education and training recently. Here he shares his arguments and reflects on some broader themes for FE globally.

Before we can even begin to think about pedagogy in FE and the wider skills sectors we need to stop and think much more deeply about the wider goals of vocational education. What are these? How are they impacted by the nature of the particular subject or vocational pathway or shaped by the particular needs of learners?

Delegates liked a model we have developed which looks at different kinds of vocational education by emphasising the medium through which the work is expressed. For example, three categories distinguish vocational education that focuses on working with. Firstly, physical materials — bricklaying, plumbing, hairdressing, professional make-up. Secondly, people — financial advice, nursing, hospitality, retail, and care industries. And thirdly, symbols (words, numbers and images) — accountancy, journalism, software development, graphic design.

Names of subjects and occupations vary across the world, but I hope that the principle is clear.

Such groupings are, inevitably, somewhat arbitrary and in most vocational learning there will be a blend of all three. But FE teachers tell us that the model helps them to make sense of the kinds of pedagogies that can be appropriate in different vocational domains — their signature pedagogies.

Thinking like this is just the beginning of a



PROFESSOR BILL LUCAS

Director of the Centre for Real-World Learning at the University of Winchester

Apprenticeships — it's about learning and it's about time

longer process of pedagogical exploration. With my colleagues at the Centre for Real-World Learning I have argued that there are six important outcomes of vocational education which have to be considered before we can start to think about the methods of learning and teaching which we choose to select for students.

Firstly, routine expertise. This is at the core of working competence. It involves skilled routines and the ability to carry out skilful activities to a satisfactory standard.

Secondly, resourcefulness. Beyond the familiar and routine, expert practitioners are able to bring to mind knowledge that is applicable to new and unfamiliar contexts.

Thirdly, is craftsmanship, which is about the pleasure, pride and patience involved in doing a 'good job'.

Functional literacies, fourthly, make up a slightly broader category than the functional skills of literacy, numeracy and ICT. There

are live debates today about how best to teach these kinds of functional literacies.

Fifthly, business-like attitude. This might manifest itself in behaviours such as punctuality, orderliness, willingness to put in necessary time and effort, and displays of customer service that exceed client expectation.

Finally, wider skills. The sorts of 'wider skills' deemed important are many and varied, and are described variously as 'broader skills', 'competencies', 'dispositions', 'capabilities', and 'habits of mind'. Employers regularly call for employees with wider skills such as problem-solving, team-working, resilience, entrepreneurialism etc in addition to high-level basic skills.

Once this broader set of desired outcomes is agreed it becomes much easier to think about the range of learning and teaching methods required. It's a long list which includes, among others, these methods: by watching, through

deliberate practice and seamlessly by blending virtual with face-to-face. Doubtless *FE Week* readers will be add their own, too.

When it comes to apprenticeships, there is something else to bear in mind. For with such explicitly work-based learning pathways there are always going to be three key features: the fact that they require both on and off-the-job learning; their social context — that they require learning from and with others within a community of practice; and the requirement for visibility of learning processes — as an integral aspect of the first two and as an increasingly acknowledged feature of effective learning wherever it takes place.

It's about time that we focused on learning as we seek to dramatically to expand apprenticeships

As I started by saying, it's about time that we focused on learning as we seek to dramatically to expand apprenticeships across the world. Meetings like the one in Stockholm reaffirm the importance of researchers, practitioners and policy-makers spending time thinking hard about pedagogy for all aspects of vocational education, especially the one on which I am explicitly focusing here — apprenticeship.



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Aspiring Olympian Sunny jumping for joy — and medals

An aspiring Olympian from Richard Huish College has taken a big leap in achieving her dream with selection for the Great Britain Double Mini Trampoline squad.

A-level PE student Sunny Sharp currently trains with Whirlwinds Trampoline and Double Mini Trampoline (DMT) club, based in Taunton.

Over the last two years the 17-year-old has become British Champion, David Ward International Cup Women's Champion and DMT and Trampolining League Women's Elite Champion.

She has also represented the Somerset college in regional and national competitions since she joined last year.

Sunny, who also studies biology and dance A-levels, said: "I am really pleased with my achievements this year, particularly being accepted into the GB team and qualifying for the British Championships.

"Getting in to the GB squad was one of my aims for this year and will help me to potentially achieve my main goal for 2017 which is to compete as part of the women's team in the World Championships."



Richard Huish College Olympian hopeful Sunny Sharp



Ken Barrass (left), chair of the Corporation at Rotherham College, presents Howard Webb with his the gold award. Also pictured is AoC regional director for Yorkshire and the Humber Caroline Rowley

High profile football referee honoured at old college

Former international football referee and Rotherham College alumni Howard Webb has been recognised by the Association of Colleges (AoC) for the role that FE played in his career.

He was presented with a Gold Award at a ceremony held by his former college.

"I'm absolutely thrilled and delighted to have won, it's not something I expected," he said.

Mr Webb studied French at Rotherham from 2005 to 2007 to be able to speak with more international players.

"For me, just having a better chance of communicating with overseas players gave me an advantage in my career," he said.

Mr Webb, who officiated 500 Premier League and Football League matches, the 2010 World Cup Final and 2010 Champions League Final, blew the final whistle on his 25-year career in 2014.

He's now the technical director of the Professional Game Match Officials Board.

Get on your bike, Principal Byrne

Barnet and Southgate College principal David Byrne got on his bike to raise £5,500 for a cause close to his heart as he rode across the African bush, writes Billy Camden.

Long-time motorcycling enthusiast David Byrne took to the African road last month and travelled 1140km across the Zambian bush to raise awareness and funds for healthcare charity Riders for Health (Riders).

The Barnet and Southgate College principal spent the nine-day expedition visiting remote villages to see how the charity — which provides health workers in Africa with the vehicles and maintenance skills to get health care out into rural communities — operates.

Being welcomed by greeting songs and smiles, he described the experience as "very humbling and inspiring".

"It was fantastic," said Mr Byrne. "We saw these kids and people with absolutely nothing and you see their ingenuity and what they create and how they go about their life and the sort of challenges they face."

A highlight for the principal was the joy on children's faces as he rolled up on his motorbike.

"It was amazing seeing the kids' reactions," he said.

"The deeper we went into the bush, they



Barnet and Southgate College principal David Byrne prepares to visit the Zambian bush. Inset left, David Byrne with Zambian children. Inset right, A hut that doubles-up as a school and healthcare centre in Zambia

would hear the noises from the engine on the bikes and these kids would pop their heads out of maize fields and just wave at us and clap."

Mr Byrne first got involved with the charity after being encouraged by his students following a talk about poverty and world globalisation which mentioned Riders.

"The students thought it was really cool and that spurred me on to find out a bit more and effectively put my name down," he said.

Since he signed up last year, students and

staff around the college held a "galvanising force" of fundraising activities including bake sales, general entrepreneurial activities and an ice bucket challenge which culminated to around £5,500 being raised so far.

During his time in the villages, Mr Byrne heard from the elders about how the charity works and has improved the access to care and the lives of people who have been injured, sick or pregnant.

In some areas, schools and health centres share the same small hut where doctors

deliver the care. And in many of those villages residents walk up to 10km journeys if they know a doctor will be in the vicinity.

Mr Byrne said: "Once you are off the main central carriageway you are onto the dirt tracks, and I mean dirty dirt tracks, littered with pot holes, sand, very narrow access routes, rocks and an eroded surface thanks to the rain and their animals.

"A motorcycle can cover

more challenging terrain than a 4X4. It is cheaper to maintain, it is easier on the fuel and it is easier to get serviced than a car, which is why this charity is important."

The money raised by Mr Byrne will purchase a brand new motorcycle for the doctors and nurses as well as buying subsidiary medical and housing equipment.

He now plans on delivering a number of road shows to his students, talking about his experiences and how to overcome adversity.

Visit www.justgiving.com/David-Byrne4 to donate.

DO YOU WANT TO BE IN CAMPUS ROUND-UP?

Send your stories with pictures to campus@feweek.co.uk including names, ages and course details of students where applicable



&

MOVERS

SHAKERS

Your weekly guide to who's new and who's leaving

New College Durham deputy principal Tony Lewin will be taking the top job at Newcastle College next academic year. He will also take up a position as an executive member of the Newcastle College Group (NCG) executive board from September.

Mr Lewin, appointed deputy principal of New College Durham in 2009, said: "I believe passionately that it is important colleges are able to put the needs of their learners and customers first and to invest in the future of their learners, employers and local community."

He replaces Carole Kitching who, as previously reported, will become principal of Lewisham Southwark College in July.

Joe Docherty, NCG chief executive, said: "Tony is an experienced leader in the FE sector. He can hit the ground running, working with partners including the North East local enterprise partnership and combined authority, and has an enviable track record in leadership. I am confident he will take Newcastle College to even further success."

Meanwhile, Abigail Appleton, creative director of BBC Learning, has been appointed principal of Hereford College of Arts (HCA).

Ms Appleton said: "The college is a hugely impressive and creative institution and it is a great privilege to have this chance to become part of its future."

Dan Howard, governors' chair, said: "We believe we have found a principal designate who will match our collective ambitions, help us make the most of our manifest opportunities and lead the college into a secure, successful and very different future."

She replaces retiring Richard Heatly, principal of 12 years, this autumn, as previously reported.

"Abigail is an excellent choice to lead the college as its reputation grows and its importance to Herefordshire and the creative sector develops," he said.

And former Birmingham Metropolitan College chief operating officer Bob Pattni has taken up post as director of finance and deputy principal at Cambridge Regional College (CRC).

A qualified accountant, he has worked in



education for more than 20 years and said: "CRC is a very forward-thinking college. It works closely with employers to enrich the lives of learners to provide an environment that is full of opportunity."

Principal Anne Constantine said: "Bob comes to us from a very large college and with long experience in FE."

Finally, Mark Ravenhall is stepping down from his chief executive post at the Further Education Trust for Leadership thinktank. Mr Ravenhall, a former National Institute of Adult Continuing Education (Niace) policy director, had been appointed its first chief executive in July last year.

"I am proud to have been part of the beginnings of Fetl and think that we have achieved a great deal in its first year," he said.

"Indeed, what began as a part-time two-day per week post has expanded and reached the point where it is taking much more of my time than I originally expected.

"Therefore I have made the decision to step down so that I have sufficient time to fulfil my other commitments and interests."

Jill Westerman, principal of the Northern College and chair of Fetl, said it was a "mark of his success that the level of interest has been so high, which has meant that the work of Fetl needs more time and attention than we originally envisaged for this part-time role".

She added: "The board plans to make interim management arrangements to take forward the work of Fetl until a permanent appointment can be made. Mark will be working alongside us to ensure a smooth handover so that the growing work of Fetl to support the leadership of thinking in our sector is sustained and developed even further."

To let us know of any new faces at the top of your college, independent learning provider, awarding organisation or other sector body email news@feweek.co.uk

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Director of Curriculum, Chelmsford



Apply by Friday 12th June
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Situated in one of the Country's newest cities, with a high growth economy and thriving commerce and technology sectors, Chelmsford College is ideally placed to ensure the development of the community we serve and enabling learners to achieve their potential.

We have a clear vision for continuing to improve the quality of our provision and for responding quickly to local, regional and national skill needs. To do this, we are looking to appoint a Director of Curriculum to strengthen our Senior Management Team and lead the academic staff within one of our two main campuses.

As Director of Curriculum, you will be creating and maintaining a culture of excellence in all aspects of curriculum innovation and delivery. You will be an inspiring leader, with the ability to mobilise a diverse multi-functional team to ensure that quality is always of the highest possible standard. You will also have a good understanding of the challenges facing the sector and the confidence, ambition and energy required to take difficult decisions and drive an agenda of change and development. As a member of the Senior Management Team, you will also play a wider strategic role in leading the College and ensuring that the student experience is paramount.

The College is committed to equality and diversity and to safeguarding and promoting the welfare of children and young people. We expect all staff to share these commitments. This post is subject to an enhanced DBS check.

For more information on this role and how to apply, please visit www.chelmsford.ac.uk
Alternatively, to arrange for an initial discussion, please contact Jo Saward (PA to Principal)
on 01245 293002 or by email at sawardj@chelmsford.ac.uk

The closing date for applications is 9.00am on Friday 12th June 2015.



Application packs can be downloaded from our website:

www.chelmsford.ac.uk/our-college/employment/vacancies
or alternatively please contact Human Resources on 01245 293018



College Principal - Salary up to £95,000 pa

SWC is a unique place – a College in its community for its community, serving the areas of Evesham, Malvern and South Worcestershire. With c.3,600 students, a turnover of c.£6.5m and good financial health, it offers a diverse range of programmes that meet the needs of employers, learners and stakeholders.

“Since taking up the role in January 2013, the College has achieved considerable success, including being graded as ‘Good’ by Ofsted in November 2013, demonstrating rapid improvements. The College has an exciting strategic vision of growth and has made excellent relationships with employers and other stakeholders, enabling it to achieve its mission”. (Viv Gillespie, Principal)

The current Principal is moving on to a new opportunity and the College is seeking an experienced FE leader, with the ability to meet the challenges of a dynamic sector. The successful candidate will have strategic vision, commercial acumen, combined with a passion for Teaching and Learning and the ability to inspire staff, students and stakeholders.

Find out all about South Worcestershire College at www.sworcs.ac.uk.
For further information and an application pack, please call
Lynn Miles-Price, Clerk to the Corporation, on 01386 712724
or email: lynnmp@sworcs.ac.uk

Closing date for applications is Friday 19th June 2015

Interviews scheduled for Monday 13th and Tuesday 14th July 2015

South Cheshire College has a long tradition of providing exceptional Further Education throughout Cheshire and surrounding counties. Situated in a convenient location in Crewe; our £74 million campus which opened in 2010 boasts some of the best education facilities available in the UK and provides an inspirational learning environment for students and staff.

INSPIRE

BELIEVE

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LECTURERS – REQUIRED FOR AUGUST 2015 SALARY UP TO £36,162 PER ANNUM (PRO RATA)

If you share our vision to be outstanding in all that we do. If you have the drive, passion, enthusiasm to create something special then South Cheshire College is the place to progress your career. If you wish to join our journey of improvement and change then we recruiting the following posts:

- Arts and Designs – Full time and part time (0.5)
- Digital Arts and Graphic Design – Full time
- Drama and Theatre Studies (Acting) – Full time
- Performing Arts - Dance– Part time, fixed term (0.75)
- English – Full time
- Psychology – Full time
- Chemistry – Full time
- Mechanical Engineering – Full time
- General Science – Full time
- Health and Social Care/Child Care – Full time
- Maths – Full time

We are also looking to recruit staff to support our Students and Curriculum:

- *Personal Development Tutors – 3 posts, full time part year working
- *Raising Aspirations Co-ordinator – full time

We offer excellent benefits including a competitive salary, pension scheme, 35 days annual leave plus 8 bank holidays per year(pro rata for part time/part year staff), onsite fitness and childcare facilities, free onsite parking plus lots more.

You can view full details of the vacancy and obtain an application form at
www.scc.ac.uk/us/latest-vacancies.

Closing date: 7 June 2015

South Cheshire College is an equal opportunities employer and is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful applicants will be required to provide a DBS Disclosure.

TOWER HAMLETS COLLEGE IS BASED IN A VIBRANT AND CULTURALLY DIVERSE BOROUGH OF EAST LONDON AND LOCATED JUST TWO MINUTES FROM THE CANARY WHARF BUSINESS DISTRICT.



We pride ourselves on the quality of our education provision for our 6,500 students and Ofsted has rated us a 'Good college with Outstanding features', praising our commitment to delivering courses that meet the needs of our local community and our strong focus on helping students' progress to further

education or into work. We have partnerships with local world class companies which offer our students internships. Last year, 82% of our 16-18 students who were eligible went on to university. Our results have improved significantly year on year and we are continuing to strive for further success.

TOWER HAMLETS COLLEGE IS OFFERING THE FOLLOWING OPPORTUNITIES FOR THE RIGHT CANDIDATE:

SENIOR CURRICULUM MANAGERS C£45K

We are looking for enthusiastic and committed senior curriculum managers with responsibility for leading in the areas listed below. Reporting to the head of faculty, senior curriculum managers are second tier managers within our faculty structure.

The core purpose of a senior curriculum manager is to drive up standards and ensure an excellent student experience. You will have teaching responsibilities and will be expected to carry out line management duties and classroom observations.

CONSTRUCTION

Responsible for teaching and learning on apprenticeship programmes across the construction environment. A thorough understanding of the construction curriculum and qualifications structure is essential.

ENGLISH (MARKET SUPPLEMENT FOR AN EXCEPTIONAL CANDIDATE)

Responsible for A Levels, GCSEs and Functional Skills in the subject area of English from Entry Level to Level 3, for young people and adults.

ESOL (MATERNITY COVER)

Responsible for curriculum and staff management of one part of the ESOL faculty.

TRAINERS/ASSESSORS/VERIFIERS £24.56 - £29.30/HR

We are looking to recruit experienced and occupationally competent staff to deliver accredited training packages to employers including Hospitals and NHS Trusts. You should possess the A1 Assessor Award and ideally should be working towards an appropriate training or teaching qualification (e.g. DTLLS or PGCE).

MIDWIFERY

We are looking for a registered midwife or occupationally experienced maternity support worker to teach and assess on the Level 3 Maternity Paediatric Support Diploma.

BUSINESS ADMINISTRATION, CUSTOMER SERVICE, TEAM LEADING AND MANAGEMENT

You will deliver training and assess on NVQ Levels 2 and 3 in Business Administration, Customer Service, Team Leading and Management.

CONSTRUCTION TRADES

You will deliver training on a range of NVQ Levels in Carpentry, Painting & Decorating, Electrical Installation, Quantity Surveying, Plumbing and Dry Lining for accredited and bespoke training packages to a variety of employers. Courses will be delivered in the classroom and on site.

HEAD OF SALES C£45K PLUS UP TO 10% PRP

We are looking for an experienced and driven person to lead the college's sales team focusing on employer led apprenticeships, full cost and other income sources. With a background in work based learning you will be responsible for securing new business opportunities to meet the demands of a forward thinking and successful college.

TEACHING POSTS SALARY RANGE £26,954- £39,174 (DEPENDING ON QUALIFICATIONS AND EXPERIENCE)

ACCOUNTS (MARKET SUPPLEMENT FOR AN EXCEPTIONAL CANDIDATE)

Required to teach on professional and HNC/D programmes and Apprenticeships. The role will also involve liaison with delivery partners and employers.

BIOLOGY

Required to teach on A Level (OCR) and BTEC Diplomas in Applied Science at all 3 Levels and Access Diploma in Science and GCSE Science for Adults.

CHEMISTRY

Required to teach on A level (OCR) and BTEC Diplomas in Applied Science at all 3 Levels and Access Diploma in Science and GCSE Science for Adults.

ELECTRICAL

Required to teach up to Level 3 in Electrical installation. Candidates must have a teaching and assessing qualification.

HEALTH & SOCIAL CARE

Required to teach Level 1 to Level 5 in Health & Social Care for adults and young people aged 16 to 18.

IT

Required to teach on a range of IT courses including Level 3 BTEC and Level 4 HND.

PLUMBING

Required to teach on Entry Level to Level 2 and NVQs. You should be qualified to at least NVQ Level 3. Ideally you should hold a teaching and assessing qualification but this is not essential.

CLOSING DATE

MONDAY 15 JUNE 2015

Interviews will take place week commencing **Monday 22 June 2015**

HOW TO APPLY

To apply for the above vacancies, please visit our website: www.tower.ac.uk/work-for-us or contact Human Resources: **Email: recruitment@tower.ac.uk** or **Tel: 020 7510 7712**

JOBS



VICE PRINCIPAL, ENTERPRISE

SALARY: C.£75K + BENEFITS

At the heart of its community, Bolton College seeks to enable individuals and businesses within Bolton to realise their potential by delivering inclusive, inspiring and innovative education and training.

As part of the College's continued development, we are now seeking to appoint a Vice Principal, Enterprise. This new senior post holder will be responsible for driving commercial business opportunities, the growth of our apprenticeship provision and developing new and diverse income streams. The successful candidate will demonstrate inspirational leadership in order to ensure that the College response is delivered to the highest possible standard to meet our aim of being outstanding in everything that we do.

This is an exciting time to be involved in Further Education in Greater Manchester, with the eyes of many watching how 'Devo Manc' unfolds. If you have an entrepreneurial streak matched with an eye for quality and an excellent track record of success, then grasp this opportunity to ensure that Bolton College remains at the forefront of exciting developments within the region.





We are working with **Protocol** on this important appointment.

To request an application pack, please contact Helen Anderson: handerson@protocol.co.uk or 0115 911 1117, or visit www.protocol.co.uk/boltoncollege for further information about this post.

Protocol

Excellence in FE



The closing date for applications is 12noon on Friday 19th June 2015.
Interviews will be held on Wednesday 8th and Thursday 9th July 2015.

East Riding College

VICE PRINCIPAL

Curriculum & Quality | c. £75k + Benefits

"Leadership and Management are outstanding" – Ofsted

Could you meet the challenge to be part of this team?

We are a successful college putting learners at the heart of all we do and serving the communities and businesses across the East Riding of Yorkshire. We have main campuses in the beautiful market town of Beverley and the popular coastal resort of Bridlington, with a smaller site in the thriving city of Hull. Our new state of the art campus in Beverley will welcome its first intake of students in September 2015. Alongside our Bridlington campus which opened in 2009, this new facility will mean that the College will be one of the best equipped nationally. In recent years the College has responded very effectively to the exacting funding climate by successfully maintaining high recruitment levels and diversifying its curriculum while maintaining high standards of learner success and progression.

The College is looking to appoint an inspirational leader to the second tier post of Vice Principal. You will have a proven track record of success and be able to demonstrate through your strategic leadership in curriculum and quality management how you have ensured that the curriculum meets the needs of the community and local businesses. You will have the ability to support students and staff to maximise their potential.



If you are a principal of the future, dynamic and committed, and have something new to offer to a successful college then this may be your opportunity to join an open and purposeful senior team which is supported by a highly effective governing body and motivated staff. Based in Beverley, the College offers a competitive salary, excellent benefits and support towards relocation expenses.

Closing Date: 22 June 2015 (10 am) Interview Date: 30 June 2015

Further details and an application form are available from our website (www.eastridingcollege.ac.uk) or by contacting the HR Unit on 01482 390900.

If you would like to arrange an informal discussion with Derek Branton, Principal, please contact Rachel Wright on 01482 390707.

East Riding College is committed to protecting all children, young people and vulnerable adults from harm whatever their age, gender, ethnicity, disability, language, faith and/or sexual orientation.



Director of Corporate Services

Rated Outstanding in the latest Ofsted inspection, Burnley College Sixth Form Centre provides first-class Further and University Education programmes in the heart of Pennine Lancashire.

As a member of the Senior Management Team and Senior Post-holder; you will interface with the Board of Governors and contribute to achieving the College's Strategic Objectives and Goals through the effective leadership of staff, resources and allocated projects. Corporate Services Directorate covers the department listed below. As such you will have demonstrable experience and knowledge of one or more of the following specialisms:

- Human Resources
- Marketing
- Business and Management
- Organisational Development
- Legal

Full details can be obtained from our website: www.burnley.ac.uk/vacancies/.
Applications to be emailed to: hr.recruitment@burnley.ac.uk
Closing date for applications is 12 noon, Friday 5 June 2015
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NATSPEC

**The Association of National Specialist
Colleges (Natspec)**

Chief Executive Officer

ORGANISATION TYPE:	MEMBERSHIP ORGANISATION
CITY/TOWN:	BIRMINGHAM WITH EXTENSIVE TRAVEL
SALARY:	£70,000 - £75,000 PRO RATA (3 DAYS PER WEEK)

Natspec is the national voice for specialist providers, lobbying government and working with national bodies to influence policy, provision and entitlement for students with learning difficulties and/or disabilities.

Due to the retirement of the current post holder, this is a rare chance to lead our membership organisation through the next phase of its development. It represents an exciting opportunity to develop a new team and extend the work of the organisation to benefit even more young people with disabilities across the FE sector.

You will have a clear understanding of the issues facing specialist provision and will be an experienced and skilful communicator, who can effectively promote the value and expertise of the sector.

You will have a successful track record of championing people's rights and effectively developing complex and diverse organisations.

The Association of National Specialist Colleges (Natspec) has a strong and supportive Board and a dedicated membership base who are committed to working together to promote and extend services and support.

If you feel you have the ambition, drive and vision to develop our work, and would relish the opportunity to work autonomously and creatively, then we would be interested in hearing from you.

For a confidential discussion about the post, please contact **Kathryn Rudd** (Chair of Natspec) care of **01242 527631** or email **ageorge@natstar.ac.uk**

To apply online, please visit **www.natspec.org.uk**

Alternatively, contact HR at National Star College email: **HR@natstar.ac.uk** for an application pack.



Closing date: Friday 19th June 2015 | Initial interview date: 7th July 2015

www.natspec.org.uk

DATA ARCHITECT

Department: Registration and Management Information
Salary: £36,090 to £39,099 p.a
Applications Close: 14 June 2015



Newham College is one of the largest and most successful Colleges in the Greater London area and focuses on giving students every opportunity to enrich their lives. The college is located in the heart of East London, in a vibrant and upcoming area.

We are currently looking to strengthen our Data and Reporting team and require a Data Architect to assist in the design, development and maintenance of various reporting systems and bespoke solutions within the College and provide user support as required. Working with the Senior Data Architect, you will assist the reviewing and processing of reports and provide guidance for their interpretation to ensure that Service Level Agreement requirements are met.

You will have experience/relevant qualifications in the design, testing, implementing and reviewing of reports and have an ability to develop advanced reports in Reporting Services, Microsoft Access and Microsoft Excel with a minimum Level 2 in Maths and English. Good knowledge of Microsoft Business Intelligence

Suite of Applications, such as SQL Server Reporting Services, Integration Services and Analysis Services, and proficiency in Visual Basic (VBA), T-SQL and Oracle SQL is essential.

Additional skills and experience working with Microsoft Share-Point in an administration and/or development capacity would be highly beneficial.

The College is seeking a highly organised, self-motivated individual with excellent analytical and problem solving skills. You will also be a confident communicator, meet strict deadlines and work on your own initiative. Ideally, we are looking for someone has experience in a Further Education establishment and knowledge of its data reporting requirements.

If you would like to utilise your specialist skills in a dynamic and flexible environment, we would love to hear from you.

Application via our Recruitment Portal: hr.newham.ac.uk/NewhamCollege/Default.aspx?LinkId=RecruitmentPortal



DATA AND REPORTING OFFICER

REF: 2447

HOURS: 36HPW
CONTRACT TYPE: PERMANENT
GRADE: SCALE 6 TO SO2
SALARY: £23,857.00 - £30,248.00 PA DEPENDING ON EXPERIENCE

RACC is entering an exciting time in its history with the opening of our landmark building on our Parkshot (Richmond) site that will support the College as a hub of excellence in adult learning. We design and deliver courses in the most appropriate way to meet the needs, interests and abilities of both adults and young people who wish to learn in an adult environment.

We are looking for a Data and Reporting Officer to join our College Information Systems (CIS) Department to assist with the development of key performance monitoring reports and support the data and information needs through the development of reports using a variety of tools and methods including; Microsoft Access, SQL Reporting Services and SQL Scripting.

Duties will also include monitoring and responding to requests on the CIS help desk, working closely with departments to create essential reports and develop systems and processes for the running and validating of the college ILR data.

Recent experience in SQL scripting is a must along with good communication skills and the ability to manage a busy workload without supervision whilst demonstrating a high level of accuracy and attention to detail at all times.

The successful candidate will be qualified to at least level 3 in a relevant subject (e.g. Maths, Information Technology/Systems, Computing), and have excellent IT skills.

To apply, please download and complete an application form from our website; www.racc.ac.uk/jobs and return and to hr@racc.ac.uk by the above stated closing date for your application to be considered.

Richmond Adult Community College is an equal opportunities employer and is committed to safeguarding and promoting the welfare of children and adults at risk.

Previous applicants need not re-apply.

FE Week

FE Week : The only newspaper dedicated to further education and skills

The dedicated place to advertise your vacancies

FE Week has fast become the primary source of news for professionals working within further education and skills, and each week provides a large selection of FE jobs in print and online.

The newspaper is a superb platform from which to engage with potential applicants for your vacancies. As the only newspaper dedicated entirely to the learning and skills sector, your recruitment adverts will effectively reach and engage with our niche audience.

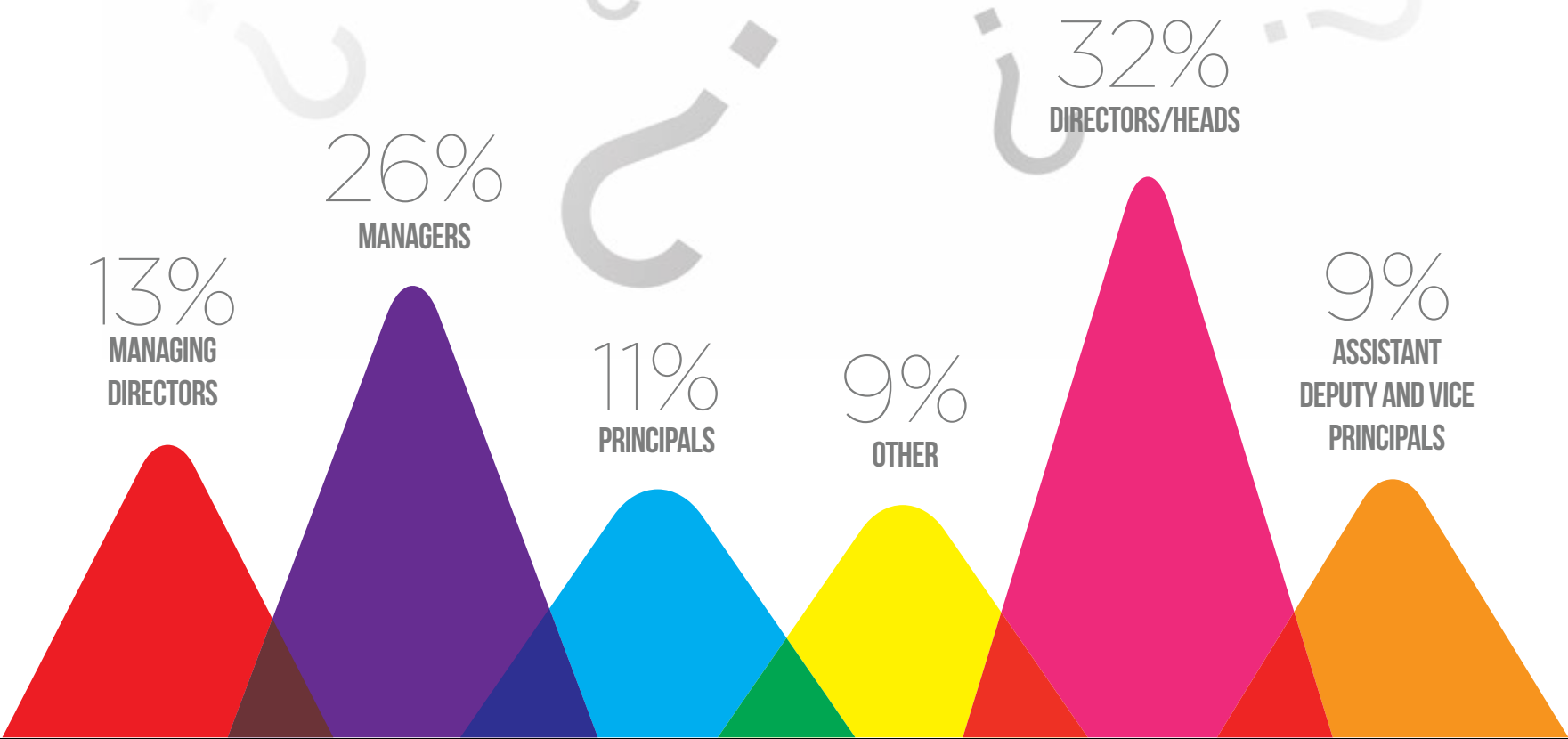
Our in-house team are here to offer you a wide range of creative solutions to help advertise your job role. Your account manager will work with you

to ensure that your advert looks great and gives off the right message to potential candidates.

Print recruitment advertising starts from £300, for a 3 x 5 advert. All rates include a featured online listing, ensuring that your advert has the widest possible reach, and there is no extra charge for composite adverts.

We understand that a successful and expedient recruitment campaign is essential to any organisation. We aim to provide a quick turnaround when it comes to designing print adverts and uploading jobs online.

Who reads FE Week ?



ENGLISH AND MATHS JOBS

WE ARE CONTINUING TO OFFER FREE RECRUITMENT ADVERTISING FOR ALL ENGLISH AND MATHS TEACHING ROLES. GET IN TOUCH WITH HANNAH BELOW FOR MORE INFO



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HANNAH.SMITH@FEWEEK.CO.UK OR 020 81234 778

SESSIONAL FUNCTIONAL SKILLS & GCSE MATHS and FUNCTIONAL SKILLS ENGLISH TUTORS

West Sussex base

Up to £21.45 per hour (plus paid holiday)



Aspire Sussex Ltd plans, promotes and delivers vibrant adult education across Sussex, enabling people to achieve their aspirations.

We are looking for additional Functional Skills Maths & GCSE Maths and Functional Skills English tutors to join our Employability & Skills Faculty team to deliver sessional courses to adults (16 years plus) from September 2015.

MATHS - we are looking for tutors who ideally have a teaching qualification, Cert Ed/PGCE and subject specific qualifications. We would also consider City & Guilds Level 3 Award in Education and Training (QFC) (was PTTLS 7303) with an intention to work towards Level 4 Certificate or Level 5 Diploma.

ENGLISH - Applicants will need teaching qualifications and subject specific qualifications along with previous teaching experience in their subject area. Opportunities are available across West Sussex to tutor day and evening Functional Skills courses.

Applicants for all of the positions should be able to adapt teaching and learning strategies and select resources as appropriate in order to meet student needs. They should have excellent communication and interpersonal skills and have the ability to lead, develop and motivate adult students to achieve their learning goals. Excellent record keeping skills and the ability to demonstrate relevant ICT skills including Word, Excel, PowerPoint, E-mail and Internet will also be needed

Please call **Christine Austin** on **01293 853481** for an informal discussion or e-mail **hr-team@aspireussex.org.uk** to request a copy of the role profile and application form

JOBS



www.learningcurvegroup.co.uk

Maths and English Associate Tutor

We are recruiting across the country for English and Maths Associate Tutors.

For more information, or to apply, please contact **hr@learningcurvegroup.co.uk** Or call: **01388 777 129**

Job Description and Role:

Learning Curve Group require Associate Tutors in Maths and English to deliver a range of qualifications within our flexible learning portfolio at Level 1 and Level 2. All qualifications are nationally accredited through NCFE and include Level 1 certificates and functional skills at Level 2.



Are you?:

A candidate who holds a degree, a teaching qualification and have a subject specialisation at Level 5.

We are also looking for an individual who is:

- Experienced in teaching and assessing in a post-16 environment
- Self-managing and flexible in their working approach
- Passionate about Maths and/or English and experienced at delivering flexible learning programmes
- Proficient in IT
- Able to work on a self-employed flexible basis



Curriculum Team Leader in English Lecturers in Mathematics and English

Required for September 2015

Chelmsford College is at the heart of skills training and education in mid-Essex and has undergone a huge transformation in recent years.

We are looking to recruit experienced and qualified full and part time teachers who are able to teach to GCSE level. Applicants will need a teaching qualification and subject specific qualifications along with previous teaching experience in their subject area.

We offer:

- Competitive salary of up to £35,445 per annum
- High quality teaching and learning facilities
- Excellent opportunities for professional development

The closing date for completed applications: Friday 12th June 2015.

The College is committed to equality and diversity and to safeguarding and promoting the welfare of children and young people. We expect all staff to share these commitments. These posts are subject to an enhanced DBS check



Application packs can be downloaded from our website: **www.chelmsford.ac.uk/our-college/employment/vacancies** or alternatively please contact **Human Resources on 01245 293018**

Lecturer in Maths

Up to £36,000, dependent on qualifications & experience
Permanent
Full time



Highbury College in Portsmouth is looking for a Lecturer in Mathematics to join our growing 6th Form Academy.

The Lecturer in Mathematics is responsible to the Director of the 6th Form Academy for providing high quality teaching and learning, pastoral and academic support and programme leadership that will enable the College to retain its Grade One status.

The teaching will primarily be at Level 3 (A-Level and Access). This post would suit either an experienced lecturer looking for a new challenge or a newly qualified graduate looking to enter the teaching profession.

We would consider applicants looking for full-time or part-time work, on a permanent or sessional basis. Highbury College is the No.1 general further education college (GFE) in the South East.

Our student success rate makes us the top-performing College in Hampshire and the Isle of Wight and we are graded Outstanding across all five cross-college areas by Ofsted.

We are seeking motivated and forward-thinking professionals to join our team in the delivery of world-class education and training, both in the UK and internationally.

Highbury is firmly committed to promoting equality, celebrating diversity and providing a safe environment for all staff and students.

If you are interested in this post, to see the full Job Description and to apply for this post, please visit the Highbury College website at: www.highbury.ac.uk Any questions, please contact Robert Walker, HR Advisor, on 023 9232 8737.

Reference: THW/15/005414/025



Closing date: 4th June 2015

ADVERTISE YOUR VACANCY IN ONE OF THE FINAL EDITIONS OF 2014/15

EDITION NUMBER	EDITION DATE	BOOKING DEADLINE - 5PM
140	8th June 2015	3rd June 2015
141	15th June 2015	10th June 2015
142	22nd June 2015	17th June 2015
143	29th June 2015	24th June 2015
144	6th July 2015	1st July 2015

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FE Week **Sudoku challenge**

		7				3	4	
				3				
	4	9	2	8				5
			4			2	5	
	1						9	
	6	5			3			
9				1	2	5	3	
				9				
	5	1				8		

Difficulty:
EASY

		3				9	8	4	
6									9
			2		1				
	2				8				
5	6						3	8	
			7				9		
			1		7				
8									2
	5	1	4			3			

Difficulty:
MEDIUM

Solutions:
Next week

How to play: Fill in all blank squares making sure that each row, column and 3 by 3 box contains the numbers 1 to 9

Last Week's solutions

7	2	3	9	5	4	1	8	6
5	8	4	6	2	1	9	3	7
9	1	6	8	3	7	5	2	4
2	7	8	3	4	9	6	1	5
3	6	9	2	1	5	7	4	8
1	4	5	7	6	8	2	9	3
6	9	7	4	8	2	3	5	1
4	5	2	1	7	3	8	6	9
8	3	1	5	9	6	4	7	2

Difficulty:
EASY

3	6	5	8	9	7	2	1	4
1	7	9	4	3	2	6	8	5
8	2	4	5	1	6	3	7	9
6	5	8	3	2	9	1	4	7
2	1	7	6	8	4	5	9	3
9	4	3	7	5	1	8	2	6
7	9	2	1	6	3	4	5	8
5	3	1	9	4	8	7	6	2
4	8	6	2	7	5	9	3	1

Difficulty:
MEDIUM

Spot the difference
to WIN an FE Week mug



Spot five differences. First correct entry wins an FE Week mug. Text your name and picture of your completed spot the difference to 07969 166 374.

Last edition's spot the difference winner was Lewisham Southwark College level three business and administration apprentice Abena Akyaamah Aday (pictured right), aged 20, who works in the principal's office.

